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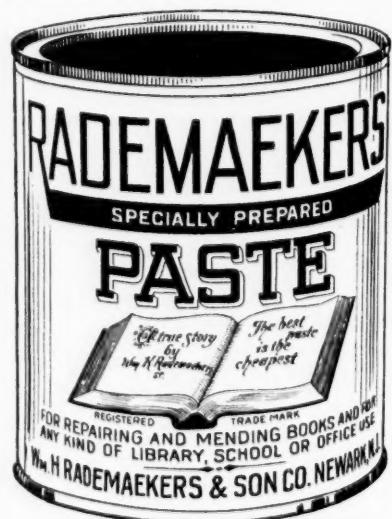
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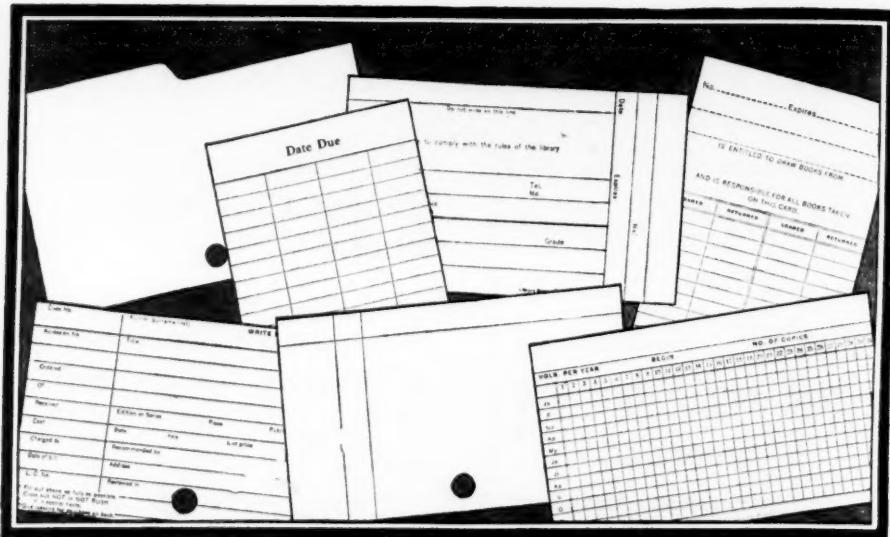
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# THE LIBRARY JOURNAL

TWICE-A-MONTH

SEPTEMBER, 15, 1925



## The High School Library Browsing Corner

By ELEANOR M. WITMER

Supervisor of Public School Libraries, Denver, Colo.

"I love preliminary things,  
The tuning-up of flutes and strings  
The little scales musicians play  
In varying keys to feel their way;  
The hum—the hush in which it dies;  
But most to see the curtain rise."

IT is with this same sense of expectancy that many of us are looking forward to the new things in our professional line of work. They are preceded with many "tuning-up's of flutes and strings" in the form of formal papers and round table discussion at our annual meetings. Then there is "the hum" that carries on in many cities, large and small, as the messages are borne away from this meeting and reported in many smaller meetings. But most of all we do love "to see the curtain rise" on libraries all over this country as these new ideas are worked out.

The library has long been pictured as a laboratory, fully equipped and actively used for reference purposes by every department of the school. And as such it plays its part in the modern high school, with its gay, hurrying groups of students whose first thought upon entering the library is to find what they seek, quickly—then away to other things. Tom, Dick and Harry, they all want something short and to the point and it is the comparative few who stop to browse along the shelves. Undoubtedly this is the age of hurry and scurry and the younger generation are not slow to take heed of it. Indeed they are so alert to it that it well becomes a school to make some real efforts towards bringing back a sense of leisure.

It is as a part of this "back to leisure" movement that the library should be making a distinct contribution. The students of today need guidance in the use of their free time—for after all it is already theirs if they only know how to use it. And as librarians we should be aiding in "that guidance in the right use of leisure" which Dr. Nicholas Murray Butler says, "is vastly more important than vocational guidance" and which Aristotle two thousand years ago felt was the chief end of education. Is

there no need for the contemplation of the beautiful, for reflection upon what is read, that we make so little effort to encourage it? Let us as a profession be a little knightly and make a beginning along this line thru the establishment of a browsing corner in every high school library. For as William Davies says—

What is this life if, full of care  
We have not time to stand and stare.  
No time to stand beneath the boughs  
And stare as long as sheep or cows.  
No time to see, when woods we pass  
Where squirrels hide their nuts in grass,  
No time to see in broad daylight,  
Streams full of stars, like skies at night.  
No time to turn at Beauty's glance,  
And watch her feet, how they can dance.  
No time to wait till her mouth can  
Enrich that smile her lips began.  
A poor life this, if, full of care  
We have no time to stand and stare.

Mr. Davies doesn't mention time for leisure reading, but I'm sure it is editorially implied.

When you consider reading as a leisure activity, is it not reading for fun that you have in mind? I use "fun" purposely instead of the more academic one of "pleasure" because it seems to express more adequately the sense of joy involved, and regardless of this would you not put into this browsing corner things which would bring joy into the students' lives? Can you recall when you first laughed, then wept, with Amy, Jo, and Beth? Wasn't it fun to live with them—weeping when they wept, laughing when they laughed? Haven't you fought great battles with Ivanhoe and gone to the guillotine with Sydney Carton, and suffered untold agonies with Alice Adams? Wasn't it fun? On the other hand can you recall where you were situated when you did it? Perhaps it was up an apple tree, or was it in a secluded corner of the barn? Ten to one it wasn't in an English class where the teacher dissected all the words and talked about the forms of narration the story represented. It was in a corner all by yourself that you enjoyed it most. Possibly the library can't supply a really truly apple tree or erect a barn, but it can set aside its browsing corner. At its best and nicest it will be a very lovely

spot, separated from the reference library world by low shelving or even glass partitions. And there will be comfortable chairs to sink into, some flowers on the table. It may even have a name on the door—if there is one, "The Treasure Chest" you may decide to name it, tho I'm sure the children could think up one more original and appropriate than that. And last but not least, there will be books. Attractive books, books with bright faces and colorful bindings, odd sized books, the fat and the slim of them, books that tumble off the shelves onto tables to greet you, some that look as tho they had been up all night they are so weary of being handled and read and re-read, others so bright and fresh they just are ready for some one to pick them up. As to the content of these books it will be richly varied. Mother Goose rhymes? Yes. Fairy tales? Decidedly yes. Let us have all manner and kind of books. Boutet de Monvel's "Joan of Arc;" the classics in their best illustrated editions; essays with the lure of Charles S. Brooks' "Chimney Pot Papers" or his "Pippins and Cheese to Come," to keep company with Christopher Morley's "kinsprits," the more dignified Macaulay and the lovable Lamb; drama a-plenty—not only Shakespeare illustrated by Hugh Thompson, Dulac and Rackham, but Barrie (and not to forget Peter Pan, someone says), Maeterlinck's "Blue Bird," some of Goldsmith and Sheridan; again a heaped-up measure of poetry, which, it is true, most boys and girls shun until they browse deep enough really to find themselves in it. There will be some books on the fine arts, on the wonders of the natural world and the strange ingredients of the chemical and electrical sciences. And tho this is not all, a word to the wise would be not to forget the pure nonsense.

And here I am going to stop to put in a special plea for what is strongly hinted at above—the well illustrated book. To the uninitiated outside world it may seem to be one of those "nice" ideas, but after all quite an extravagance. But remember we are building up that wherein we are going to invite others to browse. It must not be dry fodder but rich green grass. In this day of the endless movie reel, the blazing headline, the realistic novel we need to awaken the student's consciousness to the aesthetic side of life. In a sense we have left the years of faithful presentation of facts and come again into an imaginative era—a period of decoration and suggestion rather than photographic realization. Perhaps the movies in their presentation of many books have filled a certain desire to see. But the modern illustration leads more to thinking. "For this is the priesthood of art,—

not to bestow upon the universe a new aspect but upon the beholder a new enthusiasm." It is this new enthusiasm which we need to engender in the coming generation.

In this awakening to the appreciation of the beautiful by placing before our students color, balance, rhythm as the masters of art have set it forth in the illustration of the written word we are not setting up some realm not to be attained in real life. We the only quickening the imagination—that great faculty which helps to make our lives the joyous things they are,—preparing the mind to see in everyday life the things without which William Davies says life is not worth living. Our lives are surrounded by art in its manifold expressions; it is thus not only desirable but essential that our schools and colleges provide us with both knowledge and appreciation of this subject. High school boys and girls particularly need this guidance. They are in the pre-vocational age, the age of reading and the forming of ideals. And a really good illustration of the masterpieces gives an interpretation of certain ideals and principles just ahead of what the immature can imagine for themselves. That we should attempt to provide this is no mean goal. In the good illustration there is also the balance and rhythm of art which taken slowly, browsingly, into a boy's or girl's consciousness may react in many ways—in carriage, in home decoration, in dress, in moral character, even in their entire outlook on life. As individuals our boys and girls will be constantly called upon to exercise a choice, based upon the attractiveness and fitness of the things which he or she is to possess and of the activities of life which are to furnish his pleasures and amusements. If we can help in forming the principles and ideals which will instinctively guide them into higher planes of living thru this browsing corner who can say that the best we can put there is too expensive? A step towards providing that which is one of the best means that can be employed for training the mind, developing and refining the judgment and for obtaining leisure habits which will stabilize life is one thing the nation can afford.

Miss Hall says in the preface to her list of books for the browsing corner<sup>1</sup> a five dollar book is *not* out of the question in choosing for this collection even in a small high school. A library Christmas tree has been known to bring lovely additions to the browsing corner. And there are always library clubs, graduating classes and groups of students interested in the library who thru entertainments, festivals and the like collect money wherewith to buy the more

<sup>1</sup> *Wilson Bulletin*, June 1916, p. 110.

expensive editions. I like to think of fine money going into the service of the cause. If the students know it, they pay their fines with less reluctance. Indeed in one school they refused to take any change saying they would like to help that much in providing books that every one could enjoy. Occasionally you will find yourselves blessed with a board member whose hobby is libraries. He or she may endow a memorial browsing corner. And there is no end to the possibilities of obtaining the books once you are knightly enough to set forth upon your charger in quest of this ideal. For a suggestive list of good editions to be placed in this corner, I suggest you see the several lists which appeared in the *Wilson Bulletin* at intervals—Miss Hall's in June 1916, Miss Dayton's in March 1919, and Miss Williams in May 1923. And here I might mention another Wilson publication which would be suggestive—the Hilson-Wheeling "Illustrative Material for High School Literature."

What Pope says of vice will apply very nicely to the browsing corner, especially in places where the idea is foreign to the faculty and where it matures slowly. Pope says—

But seen too oft, familiar with her face  
They first endure, then pity, then embrace.

No doubt the English department will be the first to embrace the idea, since that department feels itself a kind of patron saint to school libraries and has not yet thoroly imbibed the idea that libraries don't exist entirely for them. And it is just as well, for your collection may well begin with the best illustrated editions of the classics. Next you must make it known to the art department. A director of art recently said to me, "They think you can teach art out of the four walls of the room with nothing lovely or beautiful visible. What we want are examples of lovely things for them to bask in, colorful things full of balance and rhythm for them to see every day until they learn what to look for in the everyday life that surrounds them." Think what a joy the books will be to the art department. Its instructors will no doubt be glad to retaliate by coming to the library and giving talks on the illustrators and their work. Gradually all the departments will fall into the line welcoming this new idea, for there is not one in which it will not have some helpful influence.

I have been dwelling chiefly on the value of the illustrated book from the standpoint of the illustration itself. It is only because it leads so directly to the object of the corner—browsing. Many a classic which instills the very ideals we strive to place before the students in

other ways remains upon the shelves untouched because of its unbecoming dress. Essays are looked upon with horror until Walter Duncan adds his magic touch. As for drama—it takes a copy of Charles S. Brooks' "Frightful Plays" to start the ball rolling. And given the browsing atmosphere boys and girls alike will dip into this and that which they took no interest in before. Developed slowly, often unconsciously this habit of loitering among the best of literature is bound to have its effect upon the next generation. It will bestow upon the beholder a new enthusiasm.

As librarians you may have already recognized the need for this type of library activity. Your attempts to put it across to your principal and your board may have been a bit discouraging. If they have been, return to it again and remember—

"What thou wilt,  
Thou must rather enforce it with thy smile  
Than hew it with thy sword."

### A Useful Pamphlet

The proceedings of the meeting of the librarians of large city libraries held at Chicago last January are now ready for distribution. This group, which was started by Dr. Hill four years ago, has no permanent organization and the meetings are informal. At the Chicago meeting, presided over by Joseph L. Wheeler of Youngstown, a special effort was made to have discussion among the circle of librarians actually interested rather than to have a few set papers read before a large audience. The proceedings consequently, after having been boiled down considerably, contain much valuable up-to-date and material on live topics: Losses and recovery of books; problems of creating and organizing departments; organization of a loan department; measuring economy of loan and reference work; exchange of the ideas and materials; and sources of library revenues. The pamphlet may be obtained from Mr. Wheeler for \$1.25. The supply is limited and some libraries are ordering several copies for department heads.

The Tennessee Library Association has requested the A. L. A. to make a survey of library activities in Tennessee, with a view to preparing a program to library development. It is thought that such a program would be approved by the state library association and by educational and civic bodies, and thru a period of years would become an accomplished fact. If funds can be secured the Association will probably undertake the study.

# The New Curriculum Movement and the Library

BY ROSEMARY EARNSHAW LIVSEY

Los Angeles Public Library

**N**EW schools for old. That is the trend of modern education, a very complete change in method, upon a firm and practical basis, with the possibilities of developing the choicest of our experimental ideals. That sounds like an impossible and impractical combination, but it is not so, for the new curriculum, with its broad activity basis, allows generously for the practical and the ideal.

I am sorry that we can not begin again, and reap the wonders of the new in education. It may be that we are more appreciative because we knew the old, that drab rigidness into which we were thrust, before we had hardly tasted the happiness of living, into the little school where all was taught by hard and fast rules, history squeezed dry learning it paragraph by paragraph, verbatim; arithmetic, a column of theoretic problems with no practical applications, penmanship, Spencerian, and always with the right hand.

Education was a process of filling the mind with knowledge, a cold storage of information, upon which to draw. We learned, if we could, all that they, poor souls, knew how to give us, but repression was the dominant note of the educational system. Did you ever show any teacher the fairy tale which you wrote hidden under the cover of a geography; or the poem which you, very modestly, thought was good—even if you did write it yourself—and which you treasured in the little hinge between your prayer book and hymnal? I never did! That was repression.

Expression is the keynote of the new in education, individual expression, and experimentation. Our boys and girls are learning thru living, actually taking part in the doing of each activity, that each may have the enrichment of his own experience. Our boys and girls have the opportunity to study with, not under, such people as Edward Yeomans. That in itself has such a lure, I would give all I have for innocency, that I might begin again with him. Think—astronomy taught, not by theory and by daylight, but at night, flat on one's back in the cool high hills! History flung with rich colors and romance! Such things are theirs—our children's. No longer does the fifth grade cover so many pages of arithmetic, nor does the eighth grade condense the glories of citizenship into a brief ten weeks course in civics. Such things as these

are lived, now, in self governing George Junior Republics, or in the making of toy villages where the wall papering problem is no longer done with paper and pencil, but with rolls of real wall paper on real walls. All of these changes did not happen over night, but came from the discarding of a worn-out method. They are not yet in more than an experimental stage, but they are steadily and surely developing, thru the encouragement of the new curriculum movement.

Matter of factly, the new curriculum is a modern course of study working on a project basis, with one common objective which is "to help the individual to help himself."

Los Angeles has a curriculum of which we are justly proud. To know that such persons as Dr. Bobbitt and Miss Ethel Salisbury are responsible for the work gives it prestige and reliability.

We as a library had the great privilege of being on hand to watch this new curriculum develop, and occasionally of being called upon to help, for the Course of Study Department is alive to the fact that many books are better than one, and that we have lived with books. This curriculum, which is built up on an activity basis, lists at the beginning of each subject suggested activities, none of which is too small to include the suggestion of books and the library for further material and enrichment.

The library had to prove itself in order to secure that recognition. Of course, as in other cities, it has long been customary for the schools to allow the children's librarian to visit the class rooms and talk to the children, and to have them in return, visit the library for library instruction. The initiative however was taken entirely by the library, but it takes two working together to make a successful connection. The school is now doing its part to complete that connection.

One particular piece of co-operative work has brought to the schools the positive worth of the library, and the value of many books instead of one.

Many of our schools are graded, scientifically, with the result that one grade, for example the fifth, will be divided into three groups, X, Y, and Z, according to the mental age of the child. Such was the case in this school.

The children's librarian in one of the larger

branch libraries and the counsellor in this school where the children were of foreign parentage, formulated a plan whereby these children, who were poor readers, and had little or no background of books in their homes, were given intensive work to develop skill in reading, an appreciation of books, and a reading habit.

The plan was to have the children come regularly to the library each week for silent reading, and at that time to select a book to be used in school during the week for reading skill. The mental ages of the children were sent to the children's librarian, who arranged a definite seat for each child, grouping them according to reading interest. Books suitable to their ability were on the tables. Before the silent reading, however, the children grouped their chairs informally, and the children's librarian either told them a story or read part of a book to rouse their interest. The children needed interest in good books, so some alluring games were invented to introduce them. Since a certain amount of library procedure was necessary, simple rules for the care and borrowing of books were taught them, also thru the medium of a game. What did the children get from this type of work? A very great deal in tangible form, for at the end of the term the children were retested to find the definite results of the project, which in its success served as an actual working basis for further co-operation.

There are two educational principles upon which a great many projects are based: correlation, and the child's interest. Given the advantage of the child's interest, the whole game is won! The ideal situation is to have the class suggest the need of the library in order that they may get help in working out the project which interests them. There are many opportunities of this kind.

At the time of the world flight one class was much interested in how messages were sent. In the midst of a spirited discussion the children's librarian appeared, and thus embodied, the library suggested itself as a possible way to find material. With the help of the teacher and the librarian subjects to look up were selected—radio, telegraph, telephone, aeroplanes, airmail, mails delivered by the post office, cable, wig-wagging, carrier pigeons, signal fires, etc. There was a point in this lesson which we realized previously, but the children did not. They discovered that they would have to know how to use the library in order to find their material, and so, quite naturally, developed a lesson in the use of the catalog and the simpler reference books.

Another and broader phase of development in the building up a library habit, and the appre-

ciation of good books, is reading for a purpose. In a group of thirty-six children, sixth grade, Z intelligence, six had never attempted to read a book, and the other twenty-nine were not interested in reading, and had done very little. The problem was to create an interest in reading, gradually, so that the children would grow into the idea, and make it their own.

The teacher led the class into a discussion of books they already knew, and suggested that they ask the children's librarian of the nearest branch if they might visit the library to make the acquaintance of more books. At the library very special attention was given to each child, so that he would have an interesting book, and not be discouraged by books which were too difficult for his reading ability. Interest was stimulated by visits to the library, book talks both by the children's librarian and the children, and by the use of a tally board to indicate progress, with the result that of the thirty-five children, twenty-four received certificates from the library granted at the completion of the reading of six books. Of the six who had never read, three completed lists of six books, the fourth child read four books, and the other two, two each. Such books as Du Chaillu's "Lost in the Jungle," "The Mutineers," "Jim Davis," "Merry-lips," and "Boyhood Stories of Famous Men" were read. A project of this kind does not end with the presentation of the certificates, but is the beginning of a definite and lasting reading habit.

In the development of taste and discrimination in reading, the appreciation hour affords rare opportunity for work with groups of two kinds: the non-reading group which needs stimulus to awaken spontaneous interest; and the children who are true book lovers, and who are eager for new interests. The appreciation hour may take the form of the gathering up of a previous project, or the creation of a new interest.

Too much can not be said of a teacher who created such interest in Shakespeare among her pupils that they made a special trip to the library to hear more about him. This offered an especially rich opportunity. One of the staff had been to Stratford, and told of her visit there, another was there at the time and portions of her letter were read. Another staff member who was interested in rare books showed the Shakespeare folios, and the whole was drawn together by a talk on Shakespeare's charm.

At another time the appreciation hour was entirely the work of the class. Biography was the interest. The class arranged an informal play, in which George and Martha Washington entertained famous people of all ages before the fireplace in the Hollywood Children's Room. The

children were in costume, and on being introduced, told incidents of their childhood. Droll Mark Twain, and beautiful Sarah Bernhardt are never to be forgotten, nor tragic little Theodore Roosevelt, the only stage struck one, who said, "I have always been a sickly child"—long nervous pause—"in fact, my mother says I ought to be glad to be alive."

A very pure type of appreciation was stimulated thru a talk on the sea, and lighthouses, which included the heroism of the sea, sea life at ebb tide, the beauty of the poetry of the sea, and ended with Amy Lowell's

Sea shell, sea shell,  
Sing me a song, O Please!  
A song of ships and sailor men  
Of parrots and tropical trees,  
Of islands lost in the Spanish Main  
Which no man may see again.  
Of fishes and corals under the waves  
And sea horses stabled in great green caves.  
Sea shell, sea shell,  
Sing me a song, O Please!

Appreciation thru absent treatment is effected by our White Rabbit letter, which is sent to schools having little other library service. The White Rabbit is printed irregularly, but is the more enticing for its unexpectedness and fresh charm. A beautiful number was on poetry, another, printed just before Children's Book Week, on earning books, the last number is a fore-runner of the Boy Week list of "Books No Boy Should Miss," to be printed in the fall. The White Rabbit in a very informal and rabbity way, gives enticing nibbles of his favorite books, without mentioning the names of the books, which are listed on the back page, and labelled, for the teacher only. There are times when we wonder if the quotations are not too hard, but once in reading the letter out loud to a small group, I read, "Let the Hoard still lie on the Glittering Heath: I will go my way hence; and the world shall knew me for better deeds than this!"—an ecstatic little colored boy leapt to his feet crying, "Siegfried! Siegfried!"

Curriculum expansion is still in an experimental stage, as are also many library activities, but progress is made certain thru the fine spirit of co-operation, and the earnest desire of both the schools and the libraries to make constructive reading one of the most interesting and worth while of the curricular activities.

### To Make Librarianship More Attractive

*To the Editor of the LIBRARY JOURNAL:*

The whole of the forty-four large pages of "The Report of the Board of Education for Librarianship" of the A. L. A. is contained in part of one sentence on page 8:

"To make librarianship more attractive to men

and women of the highest type, it is true that better salaries must be offered, a matter over which the Board has no control."

The rest of that sentence is a sufficient reason why the money should not have been asked for and spent on this report:—"a matter (better salaries) over which the Board has no control."

However excellent may be the opportunities for education for librarianship, competent men and women in good numbers will not take them so long as salaries are of the present low grade. The attention of the A. L. A. should have been turned, not to opportunities for library education, but to salaries. Why was not this problem of salaries made, not the subject of an expensive study, but sufficient reason for a study of how—by changes in subject matter, in direction of effort and in technique—libraries can be made so essential to modern economic life, and so useful to all progress in culture that leaders of public opinion would continually repeat the statement that "We must pay more for libraries that we may have better librarians."

What changes in the direction and manner of library activities would make them obviously more useful, more used, and more essential?

It is to get answers to precisely that inquiry that the A. L. A. could well set at work a committee of its longest heads. At present the association seems saturated with contents. Its surveys, questionnaires, and studies and its resultant secretions of reports all indicate that it is dancing about in a print pot. It is growing, of course, and so are grass, lambs, calves, our national income and our schools and colleges. It would be difficult, human nature being with us, to stop the growth of the A. L. A. But it would be more difficult to show that the call that libraries today send out for workers is any more financially alluring—where price changes are considered—or any more socially attractive than they were, say, twenty-five years ago.

Is it in the very nature of things that library work be poorly paid? Or is it possible to devise methods by which libraries may be so placed in the public mind as to make good pay in them seem the obvious and essential thing?

Certainly issuing a prolonged report on the poor quality of education for library work does not strike one as a very direct step toward better library salaries.

J. C. DANA, Librarian.  
*Newark Free Public Library.*

The "Survey of Higher Education" in Cleveland, published by the Cleveland Foundation Survey Committee, contains a chapter on library education, dealing particularly with the facilities for training offered by the Western Reserve Library School.

# What is Adult Education in the United States?

By MORSE A. CARTWRIGHT, Carnegie Corporation of New York\*

THE Carnegie Corporation of New York is initiating an inquiry into what constitutes "Adult Education" in the United States. I come to bespeak your co-operation in that inquiry, to explain somewhat sketchily its progress to date and the plans which we hold for its immediate future. I doubt if any one is qualified to discuss all the aspects of this question—least of all myself—hence I shall endeavor to give you little more than a statement of our immediate objectives and the tale of our approach to this many-sided problem.

It is with a sense of pleasure that I come before this body. It is probable that university extension is the only phase of adult education activity in this country upon which a large number of university-trained minds have been centered consecutively over a period of years. The enormous growth of university extension may be attributed in part to that fact, I think.

I have chosen to state my subject in the form of an interrogation—"What is adult education in the United States?" This is not purely a device, as might be supposed, tho I doubt if the question can be answered at present. But the asking of it involves the underlying philosophy of the attack which the Corporation is contemplating on the problem. We frankly admit we don't know the answer, but we propose to find out if we can.

One of the items of note which the Corporation has developed so far in its preliminary study is that nobody knows precisely what adult education is—or isn't—in this country, except that everybody believes in adult education—for the other fellow! In England, the term has a definite meaning; in Denmark, the people's high schools overshadow the situation. It is relatively easy to put one's finger on adult education activities there—they obtrude themselves, they are well-established, and they play a definite and recognized part in the lives of the people.

In the United States, however, there exists no central or national organization associating the many agencies which are interested, or profess interest, in this form of education. Adult education, as we view it, includes everything from the newspaper and radio educational activity up to the more specialized fields of university attempts to leaven the lump, mechanics' institutes,

people's colleges, open forums, chautauquas, lyceums, lodge and religious organization instruction and the like, and back again to "fake" psychology courses, psycho-analytic clinics and the "university" (heaven protect the name) which for eight dollars will supply the walls of your home with a doctor of philosophy diploma—a form of interior decoration certainly more popular than valuable.

In order to discuss adult education intelligently, therefore, it becomes necessary to limit the term; especially is it advisable for the Corporation to do so if it desires to carry out its expressed intention of conducting a study of those phases of the movement which seem to have a direct bearing upon that which may be described to be educationally worth while in American life. During the last year, I have talked with many people about adult education: social workers, Americanization experts, school men, librarians, university professors, mountain educators, labor representatives and employers of labor. All have been concerned with some form of educational activity which they were immediately willing to interpret as adult education. I think I've asked most of these fine, earnest persons for definitions of adult education which the Carnegie Corporation might adopt in blocking out its inquiry. Most of them flounder and finally counter in effect with the trite rejoinder, "Why—er—adult education comprises everything that has to do with the education of the adult, does it not?" It may—but so does life, and the Corporation has no intention of tackling an investigation, biologically or educationally, of life. Not this week, at least!

It becomes evident, then, if a foundation means to attempt a study in this direction, it must strip down its program so as to include, at the inception, only those manifestations of adult education in American life which seemingly are enduring presumably worth while in that they possess considerable popular support and interest, and in such a stage of organization that they may be readily observed.

Realizing its own inability to conduct this stripping down process and wisely to outline the problem, the Carnegie Corporation sought advice. Almost a year ago, it invited some twenty-five or thirty individuals concerned with education and related problems to meet and to discuss adult education. An indication of the membership of the group may be of interest to this body. Its chairman is Dean James E. Rus-

\* Paper read before the National University Extension Association at Charlottesville, Va., May 1, 1925. Similar report made to the A. L. A. Commission on the Library and Adult Education at Seattle, July, 1925.

sell of Teachers College, Columbia University, who perhaps has been intimately concerned with advanced educational thought in this country for a longer period than any other individual. It includes Dr. Charles A. Beard, writer, poet and professor; Everett Dean Martin, at the head of the People's Institute of the Cooper Union of New York; Dr. Alfred Cohn, medical research expert of the staff of the Rockefeller Institute; C. R. Dooley, personnel manager and educational director of the Standard Oil Company of New Jersey; E. C. Lindeman, secretary of the American Country Life Association, teacher and writer on sociological questions; John Cotton Dana, librarian of the Newark Public Library; Mrs. John C. Campbell, organizer of educational effort among the Southern mountain whites; William Allen White, of Kansas; Dr. Clark Wissler, of the American Museum of Natural History, and some twenty others of equal importance all concerned in effort in various sections of the field of adult education.

From the deliberations of this group, the Corporation determined late last fall to maintain an open mind on the question of instituting a comprehensive survey of adult education, but to commence immediately a series of studies, vertically and in cross-section, which might throw light upon the form which a really conscientious inquiry should assume and which also might reveal the need for such a general undertaking. It was decided that the chief attention of the Corporation should be directed, initially at least, to non-vocational efforts, altho it was realized that much of the so-called "cultural" education of adults, especially of younger adults, occurs either simultaneously with interest in vocational subjects, or in the wake of that interest. Furthermore, it was necessary for the Corporation to distinguish between education undertaken by the individual during his leisure time, either as surcease from his regular vocation or as supplemental thereto, and education involving the full time of the adult individual, such as training for a profession, college or university instruction "in course," and the like. Under the American system, the latter type of activity normally transpires in youth and provides a problem which, altho of great interest, is susceptible of being treated separately.

In order to clear the ground, certain types of activity were for the moment arbitrarily excluded from the preliminary studies. The newspaper, the magazine and periodical, the radio—all were ruled out as being too indefinite or too changeable to produce tangible results. Likewise such special problems as the education of the negro, of the Indian, of the mountain white,

were set aside, perhaps to be picked up later. A list of from forty to fifty types of activity was reduced to a half-dozen, for the purposes of the preliminary inquiry. A staff was secured and assignments made for "vertical studies", as follows:

University extension—correspondence and class instruction. This is an effort to secure from printed or other sources enrollment figures, by courses, in the extension divisions of the universities and colleges, accompanied by a study of the number and kinds of courses offered, the quality of instruction secured as evidenced by the surface educational qualifications of those giving it, and an estimate, if possible, of the "trend" in non-vocational extension instruction. Agricultural extension is to be included thru the co-operation of the United States Department of Agriculture and the U. S. Bureau of Education. Also, a more complete study of these same questions in cross-section at ten or twelve typical universities will be conducted, with an effort to determine the motives of students enrolling, the percentages of students completing courses, the proportion of those who take more than one course, the percentage actually relying upon the extension division to provide the material for the intellectual side of their lives, some slight study of costs to the university and to the individual, an examination of the question of faculty sympathy, the teaching qualifications of those who offer extension courses—in short, anything which would tend to shed light upon what may be the most significant growth in the whole field of university education in recent years.

The second vertical study comprises an examination and evaluation of the chautauqua, the lyceum, and of university extension lecture activity.

A third contemplates co-operation with the commercial correspondence schools and similar agencies.

The fourth vertical examination will include the educational activities of religious and fraternal national organizations, such as the Y.M.C.A., the Y.W.C.A., the Knights of Columbus, the Young Men's and Young Women's Hebrew Associations, the Freemasons, the B'nai-Brith, etc.

The fifth, and the last of the vertical studies at present being carried on will concern itself with less clearly outlined organizations, such as the open forums, the church forums, the people's institutes, summer camps, special schools, people's and workers' colleges, social settlements. This study is contemplated as a veritable catch-all for types of educational effort, both local and national, not readily classified, but in

existence and attracting the interest of thousands.

This indicates no attempt to cover the field in these "vertical" studies, but merely to block out certain sections capable of rapid yet careful scrutiny. Early in our group discussions, it appeared that there might be differences in the educational treatment to be applied to varying age groups. The medical member of our committee emphasized the point made by certain scientists, that two mental stages of man might be roughly outlined, the first including the years of early and of late adolescence and described as an *acquisitive* stage, and the second, entered upon at the time of attainment of manhood or of womanhood and termed *reflective*. It will be seen immediately that the agencies included in the plan just outlined deal with individuals in the *reflective* stage.

The Corporation, recognizing the importance of securing accurate psychological data as to the learning capacity of adults in the reflective stage, has financed a study of the psychology of adult education, to be carried on at two universities possessing special facilities for this type of research. Details of the plan for this interesting study are not yet ready for announcement, but the research will commence in the near future.

The general plan as thus outlined, therefore, revealed one important gap. A large number of individuals in the acquisitive stage of mental development, losing contact with the full-time schools at about the seventh grade and at the average age of thirteen to fourteen, not picked up until the various adult education agencies commenced their activities with the twenty-two year olds, were drifting. Where? What kept them afloat? How many drowned, educationally? What agencies operated for their benefit? Did the country boy suffer the same fate as his urban brother? These and similar questions immediately arose. Surely no adult education inquiry would be complete if the gap between compulsory formal public school education and the "leisure time" activities of the adult were left unbridged.

Here there seemed to emerge a separate problem—one filled with difficulties and confusions but one of undeniable importance. At a glance, it was seen that many agencies and organizations had to do with the education of the fourteen to twenty-two age group, the bulk of them being either connected or in close association with the public school system. On first examination, it had been thought advisable to make a vertical study of the extension of the public school system—the part-time school, the continuation school, the various trade and industrial schools maintained at public expense, the evening high

school, etc. It soon became apparent, however, that the education of this younger age group cut across a great variety of agencies, from university extension to labor union and corporation apprentice schools, and that practically all the activities outlined contributed in some material way to the opportunities opened to the younger individuals. It was therefore decided to attack this problem in cross-section, compiling information as to enrollment and offerings in certain typical large cities and in the rural areas. National figures are to be made available thru the generous co-operation of the various government agencies in Washington, such as the Bureau of Education, the Department of Agriculture, the Federal Smith-Hughes fund organization, etc.

This study has progressed to the point that the Corporation can forecast with confidence that definite information will be available, before the end of the calendar year, as to the present trend in educational programs for the young worker. It is probable also that the results of this study of pre-adult, part-time education will affect our conceptions not only of what it is right and proper to provide for the education of adults, but (and this is far more important) what, if anything, these same adults will really desire to study to round out their lives into a fuller realization of what Matthew Arnold was pleased to term "sweetness and light."

This completes the list of the Corporation's own studies, but it does not overlook the importance of extremely interesting inquiries from which the Corporation's general study will profit, for example, the work of the American Library Association's Commission on the Library and Adult Education, dealing with the complete field of adult education from the library viewpoint, a study of the educational programs of the foreign language organizations in the United States to be conducted by the Foreign Language Information Service; the study of museums being conducted by the American Association of Museums, and various inquiries contemplated by other bodies such as studies of workers' education in the United States and abroad, the British system of adult education, the Danish folk schools, etc., etc.

I think you will agree with us that, viewed in its entirety, this is no idle program. I hope you will concur in our opinion, however, that it is possible of accomplishment thru the hearty co-operation of organizations all interested. The Carnegie Corporation has no motive in this series of studies other than to throw light on "adult education" as it exists among us, with the hope that the facts themselves will point the way to sound, country-wide development.

# The Santa Barbara Earthquake and the Library

**F**RİENDS far and near have asked, "Tell us about the Public Library?", and so often besides, "What is an earthquake like?" I would say, it is as if you were walking along a quiet road at evening, at peace with the world, meditating pleasant things, when suddenly, with no hint of warning, you are seized by the shoulders from behind by some horrible, powerful, unknown, malignant beast, man or ape, and shaken as if your teeth would drop from your jaw, your head torn from your neck, and then banged to the ground in fierce contempt. Finally to gather yourself together, dazed, bruised, outraged, your clothes torn, your hat crushed, your money scattered, your watch smashed, to look round in fear and anger and see no trace of your assailant on any side, with no policeman at hand, and no redress possible. That is how a city feels in an earthquake. Santa Barbara, the gentle, secure, self-respecting, honorably proud, was so outraged and laid low in the early morning of June 29th.

Our Public Library, broad and dignified without, noble and spacious within, with its sheltered patio behind, still wearing an air of newness, for it was only eight years old, one of the best loved buildings in the city, was battered and torn by the assault. Francisco Lopez, the janitor, was in the large room when the terrific noise of tearing and rending struck the place. He just escaped with his life, for tho' the roof did not fall, he got out by a rear door where a heavy tiled porch crashed down. A large part of the west wall toward the post-office fell out, and portions of the east wall of the wing. The unbroken front wall and beautiful carved doorway stood intact. The floors, stacks, furniture and, best of all, the records and books suffered little or no injury. The engineers estimate that perhaps eighty per cent of the structure is salvable, including the stacks and fittings.

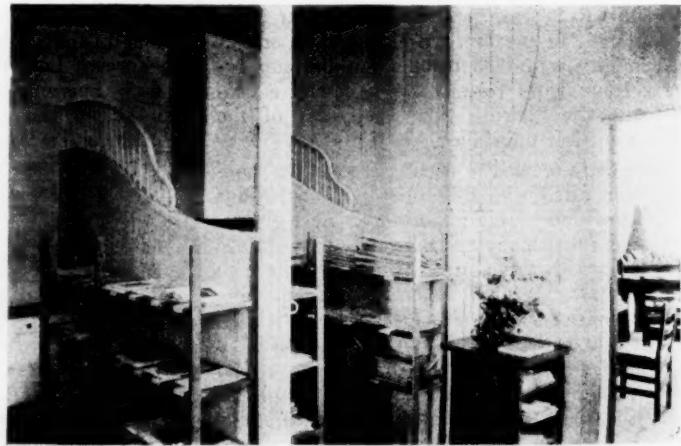
The architect had not reckoned with earthquakes any more than most of the builders in town, and hollow walls had been designed to insure a damp-proof structure for book storage, a building that ordinarily would have served for generations. The roof built on steel trusses that span the

large room is nearly intact. A first inspection led to the hope that the open end might be shut off with a wooden partition during the rebuilding, and the library used, but further examination revealed serious damage to most of the walls, that would necessitate vacating the building for months, perhaps a year.

The trustees and librarian were faced by the problem of how to carry on in the meantime, for an institution that has a card holder in practically every literate home in the community cannot shut up shop for twelve months, or even twelve weeks. The city was canvassed for available quarters offering sufficient space. There seemed to be nothing. A temporary building on the lawn next the library was one solution, but the simplest weather proof inclosure of space to house the work would run up to \$10,000.

Then it occurred to one of the trustees that Mr. George O. Knapp had offered the city the use of a many roomed house in a central location. With the mention of the house came the thought of the large well built stable and garage in the rear. Instantly this appeared a glorious possibility. The trustees and librarian adjourned immediately to inspect the premises. There was the building fifty-four by sixty-eight feet, that had not suffered a twist in the shake, standing in a beautifully kept garden, on the car line, just back of the Arlington Hotel, an ideal location for a temporary library.

The librarian could hardly wait to find out if the building had been already rented. It had not been, and Mr. Knapp generously offered it free for the use of the library during the period of rebuilding. This was the eleventh day after



THE STALLS MAKE EXCELLENT MAGAZINE ALCOVES

the earthquake. On the nineteenth working day after that the library opened its doors to the public in its new quarters. Carpenters had taken down partitions and erected stacks, painters had made the dark redwood walls a light cream color, plumbers had installed toilet rooms, electricians lights, the cement floor was repaired, and the large central desk, catalog cases, magazine racks, tables and chairs from the old library were in place, and about twenty thousand books had been moved, and put on the shelves in classified order. The patrons came up the broad gravelled walks at nine o'clock, August third, to find a library in perfect running order. The wide doors stood open to the sunlight, jars of flowers were on every hand, and the Stars and Stripes flew from the gable end.

Mrs. Frances B. Linn was on the job every minute at the old library and the new library at the same time, keeping both telephones busy, directing, deciding, encouraging, demanding, knowing every worker by name and getting the best out of him; only so was the miracle accomplished.

How were the books handled? James Birss of the Johnston Fruit Company lent four hundred and eighty clean new fruit boxes, just the size to hold as many books as can be handled easily, and with them a hand truck fitted to carry a load of boxes. The librarian and assistants went thru the stacks and marked with chalk the volumes selected for removal, choosing those most in demand. The boxes were filled with their classification, taken over to the new library only four blocks away, placed in their proper alcove, and the boxes returned in time for refilling. The books on the mezzanine and in the County Department had been thrown

from the shelves by the quake, and those lay in confusion knee deep. They had to be sorted volume by volume.

The major portion of the library's eighty-five thousand books is stored in the lower stacks of the old building, boxed in with board partitions covered with building paper, and are available by page service. The rear one-story portion is also used for storage, and for the school texts, which are to be shipped from there. That wing of the building was but slightly damaged.

The quarters Mr. Knapp has put at the disposal of the library include a gardener's house, where is room for the librarian's office, the catalog department and work room. In the large building is a reading room, the main stack room, a corner for children, a neat little office made from the ex-harness room with its glass case, a magazine room in some rear stalls, and mending room back of that. On the other side of the building is large storing space in a row of stalls for eight horses, left from the days when Mr. Edward Spaulding built the establishment twenty-five years ago. Upstairs a spacious loft supported on iron columns for tons of hay makes an admirable county library. From there Miss Swisher, head of the County Department, began to ship books to the branches nearly a week before the main library was open.

The most frequent expression from the patrons of the library as they come into explore the new quarters has been, "How cozy and home-like it is!" And behind the house they are delighted to find an open court shaded with an oak and an olive tree, and furnished with tables and chairs.

Every member of the staff has met the emergency with energy and cheer, sharing in the moving to the limit of their strength, and

meeting uncomfortable situations in the old building during settling quakes. And friends have given their services. Mr. D. B. Evans volunteered days of intelligent and hard work handling the books. Mr. Charles C. Pike laid a strip of concrete flooring as his contribution. And touching has been the way a number of friends have quietly slipped money into Mrs. Linn's hand with "I want that to go to help the library. I wish it were more, No name mentioned, please."



READING ROOM LOOKING TO GARDEN

S. M. ILSLEY, *President of the Library Board.*



## The University of Montana Library

BY M. GERTRUDE BUCKHOU, Librarian

THE new library building was completed in September, 1923, and immediately occupied. The old library building, long since outgrown, accommodated only the material in constant use; as a consequence some 35,000 volumes had been stored for several years and

were inaccessible. Books which had of necessity been placed in the departmental collections were returned to the general library. The University, for the first time in years, had access to all of its library material. The building is of reinforced concrete and steel skeleton construction and is



THE READING ROOM

one hundred and fifty feet long and eighty feet wide. The style of architecture is modified Italian Renaissance and conforms to the general type of architecture adopted for the other buildings on the campus. There are three stories and a basement. The first floor at the present time is occupied by classrooms and offices. These are separated by temporary partitions, in order that this space may later be utilized for library purposes. The basement affords storage space and a room for mending and binding. The second and third floors are occupied by the Library.

The reading room, on the second floor, extends along the entire front of the building. It is lighted by nine large, arched windows and is a beautiful room. It is furnished with desks which are a modification of the type in use in the library of the University of Washington. Ordinary, comfortable chairs are used. The

students much prefer the desks to the large tables which were used in the old library building. The tendency to talk is checked by the distance between desks.

The delivery hall separates the reading room from the stacks and loan desk. There are three tiers of steel stacks with a capacity of 180,000 volumes. On the third tier are carrels where material on special topics may be placed for the use of advanced students. There is a separate room for the collection on northwest history. When needed additional space is available for installing stacks with a capacity of 80,000 volumes.

The catalog room and other offices are at the east and west ends of the building adjoining the stacks. A comfortable rest room with a lunch room in connection is provided for the staff.

## The Public Documents Library

MANY librarians are familiar with the statement that the Public Documents Library at Washington is the most nearly complete collection of United States Government publications in existence; yet few even in Washington have any first-hand acquaintance with its many interesting features.

The publications issued since 1895 have been received direct from the Government Printing Office or from the issuing offices. Those issued before 1895 have come from many sources but are nearly all duplicates discarded by other libraries or by Government Departments; this fact adds greatly to their historic interest.

Many of the volumes contain the book-plates of the libraries from which they were received; in fact a list of these book-plates would be a fairly accurate roster of who's who among the document collections, especially in the older libraries of the country.

In the discards from Government Departments many interesting bits of official association can be traced. The library has a specially bound file of War Department general and special orders from 1863 to 1893 whose worn leather and dulled gold testify to much consultation. In a similarly worn copy of the Army Register a tiny red-ink "s" designates the officers of the United States Army who "went south" in '61.

Many a volume whose fly-leaf bears the autograph of a man nationally or even internationally known contains marginal notes showing that the reports printed therein had been the subject of minute analytical study. Thus some of these old reports have themselves contributed to the

making of the history recorded in their successors.

Much other interesting and valuable information can be gleaned by one who has time to get acquainted.

The library now contains 375,000 books, pamphlets, and maps and is receiving accessions at the rate of about 14,000 a year.\* It has been difficult to provide quarters to care for this rapid growth, but the library is now being equipped with additional stacks that will relieve the congestion, at least temporarily. However, it is to be hoped that the new public buildings program will provide for a fire-proof building in which this unusual and in many respects irreplaceable collection can be safely housed, with room to avoid the excessive wear that results from overcrowding and with adequate accommodations for research workers who wish to explore its mine of information.

MARY F. BUGBEE,  
*Formerly Assistant Librarian,  
Public Documents Library.*

\* When resetting to make a correction in Miss Hartwell's article in the July LIBRARY JOURNAL (p. 590, col. 1, line 29), the word "inadequate" was inadvertently substituted for "invaluable." Read "Our office personnel and our invaluable library are housed in buildings that are not safe from fire."—ED. L. J.

One of the most interesting books to be issued this fall by the A. L. A. will be the second number in the series of "American Library Pioneers." This will be a biography of Samuel Swett Green written by Robert K. Shaw, librarian of the Free Public Library, Worcester, Mass.

# Newspapers and Periodicals Some Bibliographical and Bibliothecal Problems

By J. C. M. HANSON

Associate Director, University of Chicago Libraries

THE article by Mr. John Dana in the *Library* for June, has evidently aroused more than ordinary interest. It has been quoted freely in the daily press and at least one weekly, the *Nation*, has devoted an editorial to it (see the number for July 22nd).

Mr. Dana's statement is a criticism of librarians. They have failed to meet and solve problems resulting from the deluge of printed information, good, bad, and indifferent, now appearing thru the medium of the daily press, other periodical publications and official documents. That his criticism should arouse also the interest of librarians and prompt replies, is only natural.

The statement which follows is an attempt to clarify certain aspects of the criticism and explain in part conditions responsible for the present situation.

When, in 1926, American librarians meet for the purpose of celebrating the fiftieth anniversary of the founding of their national association, and on that occasion pause to take stock of their accomplishments and failures, they will note many sins both of commission and omission, many shortcomings and defects, serious deviations from the fundamentals of library science, tendencies to follow lines of least resistance, perhaps a too great readiness at times to accept as qualities of leadership and substitutes for real experience and sound knowledge the aggressive personality with the loud voice and ready tongue, so familiar to those compelled to attend many conferences. In short, the A. L. A. will no doubt have to confess to the ailments from which most other associations suffer, whether political, educational or scientific, particularly after they have been functioning for thirty to fifty years.

When, however, Mr. Dana and the *Nation* single out the failure of American librarians to deal adequately with the output of the daily and periodical press, the official documents and reports issued by various government offices, national, state, local and municipal, then one who, like Mr. Dana, has also completed thirty-five years of uninterrupted struggle with the problems involved in trying to make accessible the information already existing in printed and manuscript form, and pouring from the printing presses of the world in a constantly growing stream, cannot but feel that the criticism should

not be advanced without due allowance being made for conditions under which librarians have wrought and the means with which they have been obliged to work. While granting that there is ground for criticism, let us also in this case, as in most matters of human controversy, apply the old maxim, *Audi alteram partem*, and note certain considerations which enter into, and have a direct bearing on, the question at issue, and which the public, to which Mr. Dana has directed his criticism, need to have brought to their attention. It may be sufficient at the present time to touch on only three questions, viz.: 1. What have librarians so far accomplished with reference to the problems under consideration? 2. What are the means at their disposal? 3. What are the responsibilities of other agencies concerned, e.g., the press, the publishers, and the governing bodies which provide funds for the administration of public libraries?

As for the first point, anyone conversant with library history will concede that in the providing of indexes and guides to periodical literature, so also the cataloging of books and pamphlets, and in a large measure that mass of scientific and documentary material hidden away in publications of learned societies and government offices and bureaus, American librarians need not fear comparison with the accomplishments of their colleagues of other countries. It may be sufficient merely to mention *Poole's Index*, the *Readers' Guide*, and the many indexes and bibliographical lists taken over and developed in co-operation with American libraries by the H. W. Wilson Company, and the printed cards covering most books appearing in English and hundreds of thousands of titles also in foreign languages, classification schedules and other aids, provided by the Library of Congress.

True, even better results should have been obtained, and would have been obtained but for a tendency of the American Library Association, noticeable particularly during the last twenty-five years, to emphasize library extension, relation of libraries to schools, in general the social side of library activity, at the expense of the great fundamentals, without which existence of public libraries can hardly be justified, viz.: 1. Preservation and care of information appearing in printed or manuscript form; 2. Making such information available for use thru its cataloging and classification.

Up here in the woods of Northern Wisconsin, where the present statement is being written, the *Proceedings* and other official papers of the A. L. A. are not accessible. The writer, nevertheless, ventures to assert that a careful perusal of these publications will show that since the opening of the century questions and discussions affecting these great and fundamental problems have rarely appeared on the agenda of the general sessions or the Council of the Association. It is a matter of general comment in library circles that the library schools do not turn out graduates equipped for the real bibliographic tasks of the profession; neither do they succeed in cultivating in their students a sympathetic attitude toward these tasks. The few men graduated expect, as a rule, to step into administrative positions at the start; the women, a decided majority, profess a preference for work with children, schools and direct contact with the public. Cataloging and classification of books is regarded as drudgery and the knowledge required for effective work in selection and rejection of books, a subject especially emphasized by Mr. Dana, is not in evidence. There are of course notable exceptions.

In spite of these obvious defects for which the Association is in part responsible, fairness demands that allowance be made for conditions over which the librarians have little or no control, and this leads up to the second question: Are the means at the disposal of libraries sufficient for the tasks in hand and the additional tasks now under discussion?

Today it is estimated that the issues of the German presses alone number over thirty thousand volumes a year. The United States and the British Empire together are responsible for nearly as many more. The remaining countries may be credited with another thirty thousand. In addition, we have then this ever-increasing torrent of periodical and newspaper articles, notices and editorials, in all languages and on every conceivable topic, the systematic recording, classification and service of which is expected from the librarian. Unfortunately, most libraries have the greatest difficulty in keeping abreast of current accessions of ordinary books and can do little with information contained in periodicals and newspapers, except to record the presence of the files and order the printed indexes or bibliographies which aim to furnish clues to their contents.

Time and again, trustees or members of administrative boards have suggested that the solution of this difficulty is to be found in less elaborate, and consequently less expensive, methods of recording and arranging information contained in books, and more drastic

measures for the elimination of publications not likely to be called for. The suggestions have been acted on, but almost invariably with disastrous results in the end. Experience shows that if expensive reorganization is to be avoided, books must be properly dealt with in the first place. Short cuts and economies must be applied, if at all, under the most rigorous supervision of experienced and competent persons. Millions have been wasted by our libraries on material and work rendered useless because of false and misapplied economy and the mistaken idea that methods adequate for a small private library should serve also in a large and rapidly growing collection intended for public use.

As for the total elimination of some publications and the application to others of less elaborate records, every librarian is obliged to do more or less of it, and every librarian knows to his sorrow that the Polyhistor capable of performing the task in a manner satisfactory to all concerned, has not as yet put in an appearance.

It would seem therefore that the means for prompt and effective presentation, in some systematic form, of information contained in newspapers and periodicals not yet covered by present records of libraries or co-operative agencies, must be provided either thru more liberal appropriations for libraries or by increasing the capacity and output of agencies engaged in indexing and similar bibliographic work. Librarians, on their side, will have to adopt a different attitude towards important bibliographic tasks at present receiving scant attention from administrators, being frequently delegated to subordinates lacking both in experience and in knowledge. Let library administrators study Augustus De Morgan on the difficulties of cataloging, and read the evidence printed by the various government commissions which seventy-five to eighty years ago made such exhaustive and detailed examination of the workings of the British Museum Library.

Finally, there is the third question, as to the responsibility, if any, on the part of publishers of newspapers, periodicals and government publications, for the preserving of files and the proper indexing of the contents of their publications.

The federal government has done much, but will have to do more, towards providing competent help for its national library and the extensive bibliographical work carried on under its auspices. There is ample room for improvement, both as to quality of work and promptness of issue, in the printed catalogs and indexes, at present our only keys to the vast array of publications issuing from Washington.

As for state, local, and municipal govern-

ments, it is a matter of common knowledge that, with few exceptions, little or nothing is contributed by them in the line of printed guides to the contents of their official publications. This holds true also of publishers of newspapers and periodicals. Here and there sporadic attempts are noted to furnish partial indices to files of journals, amateurish attempts for the most part, not governed by any definite system of entry, or by the accepted rules of bibliography. The best known of these indexes are the annual volumes which the London and New York *Times* have been issuing for a number of years. The entries in these volumes seem to be mainly according to catch-words and there is no cumulation for longer periods than a year, which makes consultation slow and uncertain. As for other newspapers and periodicals, there is little evidence that this question of guides to their contents, apart from indexes to individual volumes furnished in some cases, has received much attention.

There are also other angles to this question which affect the point at issue. One is the character of the information printed in the dailies, the growing tendency to distort and color facts. Another is the inferior quality of paper used. When librarians consider the cost of binding and preserving, not to mention the indexing, of these bulky volumes, and then recall the pressure of other, apparently more important, books and the urgent need of economy in view of limited appropriations, there is small wonder that they hesitate before taking on these new burdens. If information printed were more reliable, more likely to be considered in time as source material for students and investigators, and at least a limited number of copies were printed on good paper, then the reasons for taking on the new responsibilities would be more compelling.

In conclusion, the writer wishes to emphasize again the fact that he agrees with much of the criticism presented by Mr. Dana and repeated by the *Nation* in its editorial of July 22d. He feels, however, that in justice to the librarians certain attendant conditions need to be explained. He believes that it is not, to quote the *Nation*, so much the failure of American librarians "to develop a technique adequate to the task," which accounts for the deficiency in service referred to, as the reluctance of administrative bodies to provide funds, the colossal difficulties of the task, not at all realized by the layman, and, in a measure, the failure of newspapers and other publishing agencies to co-operate and do their share.

On the other hand, it must be granted that librarians are also at fault, because of their too

great absorption in problems of extension, legislation and social contacts. Perhaps our inaction may also be due in part to a certain conservatism, a dislike to give up old methods and substitute new ones, even after it has been abundantly demonstrated that they no longer answer the needs of growing institutions, or accommodate the never-ending procession of new subjects and new facts, first discussed in the daily and periodical press, later in books and monographs.

The statement here submitted is intended as a modest contribution to the discussion likely to be precipitated by Mr. Dana's communication. Its purpose is also to give the public and members of governing bodies a better understanding of the problems which libraries are asked to solve.

### The Children's Catalog

The third edition of the Children's Catalog, compiled by Minnie E. Sears, includes 4100 titles. In problems of book selection, the chief advisers were Alice I. Hazeltine, Alice M. Jordan, Effie L. Power, Mary E. S. Root, Nina Brotherton, Mary Eastwood. The general plan of the earlier editions has been followed, including extensive analysis of important books for general and school reference. There are six hundred more titles than in the last edition issued eight years ago; a few superseded titles have been omitted; important out-of-print books have been retained and marked o. p.; old material still having some slight use for reference has also been retained. There are a few adult titles, needed in every children's room.

The small edition of twelve hundred titles comprises mainly those which form the basis of every good general collection. Small and average-size libraries will find this their chief dependence for daily reference, using the large volume for special consultation such as filling in gaps in material needed. But it should be remembered that since the basis of selection was the majority vote of the authorities consulted, there has probably been included a greater number of books about which there is wide diversity of opinion—the mediocre and various series—than had been recommended by any one of those voting.

Small and middle-size libraries will do well to test the use of this twelve hundred title edition with a view to discontinuing the time-consuming work of keeping up a children's card catalog. If this tool might permit them to devote the time thus used to personal work with and for children, it would be a boon indeed.

A cumulative annual supplement will be issued.

C. B. W.

# Library Statistics

FIGURES FOR CITIES OF 100,000 TO 200,000. COLLECTED BY HELEN F. TREAT AND BESSIE M. LANDFEAR.

**T**HE following table was compiled by two students in the Senior Administration course at Albany, on the same plan as the annual table of statistics of cities of over 200,000, published in Dr. Bowerman's reports. No similar tabulation has been published for some time, and the figures are difficult to find, especially as arranged here, by size of cities. So

arranged, the reports offer many topics for speculation, such as (a) geographical distribution of poorly supported libraries with possible relationship to degree of public school support; (b) whether rate of population growth affects library support, e.g., does a "boom" city tend to treat its library system more adequately; (c) whether activity of the librarian in seeking bet-

Cities	Est. Pop. 1924	Expenditures 1924	Exp. per capita	Circulation	Exp. per circ.	Circ. per capita	Branches	In separate bldgs.
Birmingham, Ala. ....	200,000	\$ 77,575.00	.387	623,282	.124	3.11	8	3
Dallas, Tex. ....	200,000	33,845.03	.169	318,597	.106	1.59	1	1
San Antonio, Tex. ....	196,000	34,432.16	.175	216,613	.158	1.10	0	0
Syracuse, N. Y. ....	193,182	97,327.93	.503	887,936	.109	4.59	3	3
*Richmond, Va. ....	183,723	20,000.00						
Worcester, Mass. ....	180,000	145,347.38	.807	897,751	.161	4.98	3	3
Dayton, Ohio. ....	179,785	140,558.04	.781	505,631	.277	2.81	10	2
New Haven, Conn. ....	172,967	102,335.24	.591	728,747	.140	4.21	4	4
Memphis, Tenn. ....	172,276	91,031.57	.528	653,650	.139	3.78	9	4
Norfolk, Va. ....	164,000	34,219.76	.208	226,771	.151	1.38	6	1
*Hartford, Conn. ....	156,167	56,044.33	.358	507,722	.110	3.25	10	0
Bridgeport, Conn. ....	156,000	140,150.56	.898	1,113,281	.125	7.13	6	6
Youngstown, Ohio. ....	155,000	84,345.80	.544	665,830	.126	4.29	2	1
Houston, Tex. ....	154,970	56,940.13	.367	420,628	.135	2.71	4	4
Grand Rapids, Mich. ....	148,322	139,463.54	.940	787,532	.177	5.31	20	1
*Fort Worth, Tex. ....	148,107	25,694.34	.173	145,848	.176	0.98	1	1
Springfield, Mass. ....	144,227	154,608.86	1.07	1,257,093	.122	8.71	3	3
Paterson, N. J. ....	142,000	68,475.86	.482	375,975	.182	2.64	4	1
Scranton, Pa. ....	141,000	35,455.00	.251	207,945	.170	1.47	4	1
Des Moines, Iowa ....	140,910	113,463.04	.805	826,919	.137	5.86	6	1
New Bedford, Mass. ....	134,000	80,142.00	.598	542,906	.147	4.05	3	0
San Diego, Calif. ....	132,570	84,843.23	.639	993,850	.085	7.49	13	3
Fall River, Mass. ....	130,854	91,889.14	.702	433,751	.211	3.31	3	0
Trenton, N. J. ....	129,705	91,458.63	.751	496,708	.184	3.82	3	2
*Camden, N. J. ....	126,309	46,359.14	.367	274,448	.168	2.17	4	3
Oklahoma City, Okla. ....	125,000	46,607.00	.265	336,369	.138	2.65	4	1
Flint, Mich. ....	125,000	78,909.44	.631	523,567	.150	4.18	4	0
Long Beach, Calif. ....	125,000	95,887.14	.767	790,704	.121	6.32	4	3
Tampa, Fla. ....	125,000	26,762.11	.214	163,423	.163	1.30	3	3
Nashville, Tenn. ....	123,424	33,821.69	.274	176,311	.191	1.42	4	3
Salt Lake City, Ut. ....	120,000	67,442.59	.562	632,536	.106	5.27	4	3
Tulsa, Okla. ....	120,000	51,200.06	.426	258,986	.197	2.15	2	2
Kansas City, Kan. ....	120,000	25,729.56	.214	225,090	.114	1.87	8	2
Albany, N. Y. ....	118,527	62,044.11	.523	335,409	.184	2.82	3	2
Waterbury, Conn. ....	116,000	48,793.11	.420	386,107	.126	3.32	0	0
Yonkers, N. Y. ....	115,000	44,344.67	.385	370,835	.119	3.22	1	0
Lowell, Mass. ....	114,423	27,853.41	.243	204,609	.136	1.78	0	0
Reading, Pa. ....	112,707	27,715.83	.245	186,605	.148	1.65	3	1
Erie, Pa. ....	112,571	43,208.44	.383	339,662	.127	3.01	0	0
Cambridge, Mass. ....	112,000	60,506.00	.540	382,491	.158	3.41	5	0
Wilmington, Del. ....	110,168	66,456.00	.60	516,751	.128	4.69	3	3
Duluth, Minn. ....	108,395	68,240.40	.629	405,959	.168	3.74	4	2
Elizabeth, N. J. ....	108,000	50,026.81	.463	375,777	.133	3.47	4	1
Utica, N. Y. ....	107,400	85,645.00	.797	515,669	.166	4.80	2	2
Spokane, Wash. ....	104,573	79,254.59	.757	535,158	.148	5.11	9	3
Lynn, Mass. ....	103,693	59,417.51	.573	418,168	.142	4.03	4	3
Tacoma, Wash. ....	103,000	53,251.70	.517	570,336	.093	5.53	3	2
Evansville, Ind. ....	101,131	105,833.53	1.04	598,110	.176	5.93	6	3
Jacksonville, Fla. ....	100,046	32,955.87	.329	290,631	.113	2.90	0	0
<b>TOTAL &amp; AVERAGES</b> ....	<b>6,602,964</b>	<b>\$3,321,486.22</b>	<b>\$503</b>	<b>21,131,926</b>	<b>\$143</b>	<b>3.50</b>	<b>207</b>	<b>84</b>

\*1923 figures supplied by A. L. A.

Population statistics where given by library are figures used in this table.

ter support has any effect; (d) whether trustees have ever embarked in a real attempt to secure better support; (e) whether libraries having high per-circulation costs are over-organized, or have employes doing some work which less highly paid persons could do as well, or maintain chains of expensive branch buildings, etc.; (f) whether legal routine of securing funds, e.g., thru appropriations *vs.* direct levy (either by library board, or superior board, or by direct vote), has any influence; (g) whether such striking differences as appear in many instances between cities of similar size can be explained away by the phrase "local conditions," or (h) whether each and all libraries would benefit by a real study of these conditions—methods, attitudes, as well as laws, general tax burden, and population growth. The time and experience available were not sufficient for any such study of these factors.

Obviously the accompanying table does not fully represent any local situation. This is particularly true as to the extent and quality of reference work. This is expressed very well by an extract from a letter from Mr. Ranck at Grand Rapids—"I am impressed with the fact that a tabulation of this kind takes no account of reading room or reference room work of the institution. We spend nearly \$6,000 a year for subscriptions to periodicals, and maintain some thirty reading rooms with nearly 700,000 readers in these rooms, where they are counted, tho not all of them are counted. In fact the number of readers in the reading rooms, attendance at lectures, and at exhibitions, etc., all of which represent a very considerable expense, is 5.1 per capita of the population of the city, as compared with 5.31 circulation of the population. In a study of this kind it seems to me that it is nothing short of misleading to take no account of the reference and reading room work of the library, and to think of the work only in terms of circulation for home use."

No definite suggestion has ever been made as to how the ordinary public library can keep any statistical measurement of reference work. Possibly this can be developed further. It is likely that figures for registration have more importance than they have been given in previous tables of this sort.

On the other hand, most of the city libraries today carry on a large amount of reference work of high quality. Among them are some libraries which also show the largest results in circulation; it has not yet been shown that there is any incompatibility between extensive circulation service and thoro and extensive reference service. Some librarians, in fact, feel quite strongly that the two grow together naturally,

and under ordinary conditions about equally. The question has also been raised in some quarters as to what amount of intensive work in special fields like genealogy, local history, etc., may justifiably be carried on with the average tax support.

J. L. WHEELER, *Instructor.*

## Moving Pictures Based on Literature

SELECTED BY THE NATIONAL BOARD OF REVIEW

**DON Q. SON OF ZORRO.** United Artists. 10 reels. Star: Douglas Fairbanks and Mary Astor. Romantic comedy drama of young American in Spain; based on "Don Q's Love Story," by K. and Hesketh Pritchard.

**GREATER THAN A CROWN.** Fox. 5 reels. Star: Edmund Lowe. A king, a princess, and three Americans; from "The Lady from Long Acre," by Victor Bridges (Putnam).

**LADY WHO LIED, THE.** Associated First National. 8 reels. Stars: Lewis Stone, Virginia Valli, Nita Naldi. Triangle in Venice and the Sahara; from Robert Hichens' story, "Snake Bite" (Doran).

**LITTLE GIANT, THE.** Universal. 7 reels. Stars: Glenn Hunter, Edna Murphy. Ambitious country boy in city; from Hugh McNair Kahler's story "Once A Peddler" in the *Saturday Evening Post* for Sept. 3, 1921.

**LUCKY DEVIL, THE.** Famous Players-Lasky. 6 reels. Star: Richard Dix. Penniless young man, a hoodoo automobile, and a girl; from Byron Morgan's novel, "California or Bust."

**MARRIED?** Jans. Productions. 6 reels. Stars: Owen Moore, and Constance Bennett. Melodrama of Western lumber camp; from the novel by Marjorie Benton Cooke (Doubleday).

**NEVER THE TWAIN SHALL MEET.** Metro-Goldwyn. 8 reels. Stars: Anita Stewart and Bert Lytell. South Sea Island queen marries white man; from the novel by Peter B. Kyne (Cosmopolitan).

**OFF THE HIGHWAY.** Producers Distributing Corporation. 8 reels. Stars: John Bowers, Marguerite de la Motte. Rich recluse tests his heirs by apparently dying; from Thomas Gallon's novel, "Tatterly."

**RANGER OF THE BIG PINES.** Warner (Vitagraph). 6 reels. Stars: Helene Costello and Kenneth Harlan. Western melodrama; from Hamlin Garland's novel, "Cavanagh, Forest Ranger" (Harper).

**RUGGED WATERS.** Famous Players-Lasky. 7 reels. Star: Lois Wilson and Warner Baxter. Cape Cod story of a lighthouse keeper; from the novel by Joseph C. Lincoln (Appleton).

**SEVEN DAYS.** Producers Distributing Corporation. 7 reels. Star: Lillian Rich. An ill-assorted company quarantined; from the play by Avery Hopwood and Mary Roberts Rinehart, based on the latter's novel, "When a Man Marries" (Bobbs; Grosset).

**STREET OF FORGOTTEN MEN, THE.** Famous Players-Lasky. 7 reels. Star: Percy Marmont. Story of fraudulent cripples; from a story by George Kibbe Turner in *Liberty Magazine*.

**WHITE DESERT, THE.** Metro-Goldwyn. 7 reels. Stars: Claire Windsor, Pat O'Malley. Railroad building thru the Rockies; from the novel by Courtney Cooper (Little).

**WILD HORSE MESA.** Famous Players-Lasky. 7 reels. Stars: Jack Holt, Billie Dove. Western story of capturing of wild horses; from the novel by Zane Grey.

# THE LIBRARY JOURNAL

TWICE-A-MONTH

SEPTEMBER 15, 1925



**E**DUCATION has come to be recognized as a life work, from the cradle and the kindergarten to the latest years. There are indeed notable instances of those who have started the education of travel or begun to learn a new language after the three score years and ten. With this recognition has come an entire change in the point of view of educators. "Expression, not repression" is the key-word of the new educational thought. Each child must be trained to self-expression of its best self, adults must select from the many means of after-school education now presented to them in confusing variety, and educators must go far afield into all expressions of life that they may fit the individual, whether child or adult, into its natural environment. The spirit of modern education, phrased as "new schools for old" emphasizes usefully the new curricula based, to large extent, on practical "projects" which answer the child's need while satisfying his interest. All this means closer and more vital connection between the library and the school and what has been accomplished in Los Angeles, as reported by Miss Livsey, is well worth study both from librarian and teacher.

set apart for browsing and thus a habit commenced at the children's end be continued in the adult portion of the library. Miss Witmer, in her conference paper printed in this issue, does not over-emphasize the importance of this kind of library work.

**I**N respect to adult education, the Carnegie Corporation, as Mr. Cartwright's paper points out, is feeling its way toward an answer to that library conundrum of the day, "What is adult education?" The make-up of the committee gathered to plan such an investigation suggests how many and varied are the institutions and instruments which provide facilities for education after school years beyond the possibility of utilizing all in any one life time. Here, as elsewhere, there must be choice and intelligent choice, and Ruskin's warning, "If you read this you cannot read that," has to be regarded. There is immense waste in this field for lack of co-ordination and right choice and possibly the investigations of the Carnegie Corporation, which should have full appreciation from the library side, may at least help to point the way to economic and effective use of these facilities to best purpose.

**L**EISURE is a luxury which we can all have if we really want it but most of us do not really want it and therefore do not believe we can get it. The leisure hour with a book should be a permanent enjoyment thruout life, but in the modern rush, first of school-work and next of social amusement—thru the radio, the dance, the theatre and like diversions—a good many good folk are debarred from this delight because the reading habit has not been formed. To form this habit is the usefulness of the browsing room, now a feature of not a few colleges, which should become a feature in every high school and library, however small. Most children's librarians do encourage browsing, thru open shelves and talks about books and there should be a quiet corner in every children's room with this in view. At the other end of the orthodox library building of Carnegie type is usually the reference room, avowedly a place for study, rather than for delight. A portion of this, if no other quarters are to be had, may well be

**T**HIS death of Miss Harriet Louise Matthews reduces sadly the number of original members of the American Library Association. She was the last woman survivor of the Philadelphia conference, where were few women, and for more than a generation's span she kept front rank among active librarians in her continuous service for the Lynn Public Library. At the San Francisco conference of 1915 she was in full working power, so energetic that she was unwilling to follow the beaten track of travel in return with the regular party, but went farthest north to cross the continent by the newest Canadian railway. But of recent years she has been a patient sufferer on a bed of pain, winning the admiration and affection of all who were still in touch with her by her serenity and living interest in affairs. Few of her contemporaries are left to mourn her, but let us hope that the tradition of her cheerful life will not die.

## LIBRARY ORGANIZATIONS

### NEW ENGLAND SCHOOL LIBRARY ASSOCIATION

At the Swampscott meeting of the New England School Library Association in June the following officers were elected: President, Mrs. Bertha V. Hartzell, Dana Hall, Wellesley, Mass.; vice-presidents, Dorothy Hopkins, Abbott Academy, Andover, Mass. and Susan James, R. I. College of Education, Providence, R. I.; secretary-treasurer, Mrs. Caroline R. Siebens, Brookline High School, Brookline, Mass.; executive committee, Margaret Kneil, Weaver High School, Hartford, Conn.; Helen Claffin, Attleboro High School, Attleboro, Mass.; Julia Carter, State Normal School, Bridgewater, Mass.; Dorothy K. Kohl, Wakefield High School, Wakefield, Mass.

### SCHOOL LIBRARIANS IN CONFERENCE AT SEATTLE

THE Women's University Club Auditorium was a charming setting for the program of the School Libraries Section at the Seattle Conference. Mr. Willis H. Kerr of the Kansas State Teachers College Library, presided. In his opening address with the breadth of vision which is so unmistakably his he said in part:

In the school world this has become an age of standards. We have standard tests, surveys, socialized recitations, standard salary scales, standards of physical measurement and growth, co-operative spelling lists, required reading lists, standard ethical codes, standard building codes, co-operative courses of study. It is the rule of the mass over the individual.

On the other hand one of the vigorous educational movements today is the scheme of individual instruction, the pupil making a contract with the teacher to complete a piece of work by himself in his own way. We are planning definitely to develop personality and individuality.

Standards are being set in library work. For nearly ten years we have had the Certain standards of high school library organization and administration; and now we are indebted to Mr. Certain for his new elementary school library standards. The new California score card for high school libraries is out. We have the Measuring Stick for teacher-training libraries. The A. L. A. Committee on Education has recently recommended standard outline of library instruction for the grades, for high schools, and for the normal schools. Library school curricula are being standardized.

I welcome these library standards, but I am afraid of what they will do. I do not want to see library work all poured into one set of molds. I do not want to see individuality driven out of service. We need standards. We must have them. But we must learn how to interpret them, how to apply them.

"Co-operation is the Watchword" was the theme of a paper on "The Faculty and the Library" given by Anna Jennings, Nebraska State Teachers College, Kearney. A better understanding between teacher and librarian is desirable. The development of the school library is one of the most outstanding features in library progress in the last twenty years. The library habit is being cultivated in many schools and future faculties and patrons of the public libraries are being trained. The dominant purpose of the school library should be so to train the boys and girls that they will use the public library. The main objective of the library is to render the best possible service to the student body and to the faculty. Every librarian must keep in touch with the trend of education.

Many of us recalled our own experience as Miss Cameron gave us an intimate glimpse into the hearts of a few child types in her paper "Children I have Known in School and Library."

Into the children's room rushed three middle-sized boys. "Miss Cameron," they gasped and there was a look about them—but I didn't realize at that moment that they were struggling with the divine spark of authorship. "Miss Cameron," they reiterated, as they thrust a bulging tablet into my hands, "we're writing a book and we want to know if you think it is good enough." Here was husky aspiring youth. And so we chatted about their precious opus.

Then there was the little girl who wrote in a composition: "I am going to be a librarian because it is easy work. All you have to do is print dates. You don't have to learn much." And then again the little lad who questions, "Is the library inventing something?" asks Edward, as he pores over the typewritten notice that the library will be closed mornings of that week for purpose of inventory. And Toni the Italian boy who in the library as page found his self-respect has been growing to a fine manhood.

The Normal School and Teachers College round table brought out many points of interest as presided over by John S. Richards, of Ellensburg, Washington. President Fisher of Wash-

ington State Normal School, voiced the importance of the normal school library as the connecting link between the various activities of the school, and its work in the guidance of the coming generation. Alice Anderson, of Chico, Calif., discussed different systems for reserve books. In some schools teachers appoint student captains for the care of all reserve book material. The service of the librarian, said Sarah Hougham, will depend upon her thorough acquaintance with the work of the training school and other departments using the books, even more upon the spirit with which she seeks to learn and meet the book needs of the individual teachers in the various departments of work. Her work with the student teachers should always be directed toward the end of assisting them to help themselves, rather than merely to aid them with the moment's need. The cruel facts regarding Lost Books were presented by Theodore Norton of Cheney, who gave striking statistics. Questionnaires sent to normal schools and teachers colleges showed that those having open stacks lose annually one per cent of the entire collection.

The principal methods of curbing book losses seem to be: by moral suasion, or making it clear to students that taking books without having them charged is dishonest and unfair, and instituting a system of punishment for those discovered violating the code; second, by simply refusing to students access to the book shelves, or maintaining closed stacks.

The clarion call for bigger and better service in library work rings doubly clear for those who work with the growing child. So it is fitting that Miss Hostetter of the Omaha Technical High School Library should tell of "Neglected Opportunities in the High School Library." The service of the high school library can never be greater than the ideals and vision held for it by the librarian, the principal, and the board of education. Of these three the librarian has the primary, the immediate influence over the service of the library. Only recently has the high school been regarded as a social institution in which the ideals of our democracy demand for every pupil that preparation for citizenship and for life which enable him to make his highest contribution to society. Before they are beyond recall, some agency—logically the high school library—must arouse these pupils to sincere appreciation and sheer delight in reading as a recreation. Thru guidance the library makes practical application of the conviction that "the one best possible result of education, its great end and aim should be to prepare the children of the community for the far greater work of educating themselves."

"The Browsing Corner in a High School Library," Eleanor M. Witmer's charming paper, appears in full in this issue.

In natural sequence Miss Pope took up "Recreational Reading in the High School," saying: We have no time for the old and gracious ways. Our radios, our movies, our sports, our automobiles, our speed boats, our airplanes, all make this clear. There are many poor souls whose days are filled with the dread of leisure hours. In too many instances we have failed to provide our young people preparation for their times of leisure. The man who has learned the craving for the book plans his time that he may read, and when this particular recreation has been crowded out feels cheated. The exhilaration of a new found book has given him the congenial companion, the mental stimulus, the spiritual food restoration of his soul. He has in truth been re-created to meet the next day unafraid.

Mothers rather than librarians should hear Miss Fargo's opinion on "Youth and the News Stand," for they should be the first to fight these corrupting influences.

Like the high school library the platoon school library has a double responsibility—to the school and to the library, said Dorothy Smith of Portland. It will be the cultural center of a cultural institution.

Rosemary Livsey's paper on "The New Curriculum Movement" which was enthusiastically received appears elsewhere in this number.

Topics which came in for brief comment were the Certain Report, report of the Education Committee, outline for platoon schools, pamphlet on building, the California score card for libraries, and the new law of standards in Ohio.

An amendment to the Constitution of the Section arranges for a rotating board of five members, the member who is serving his last year automatically becoming chairman. A new member to serve a five year term is to be elected at each annual meeting.

Officers elected for the coming term are: First year, Mildred Pope, Girard College Library, Philadelphia, Pa.; 2nd, Nell Unger, Supervisor of School Libraries, University of New York, Albany, N. Y.; 3rd, Marion Lovis, Supervisor of School Libraries, Detroit, Mich.; 4th, Marjorie H. Van Deusen, Belmont High School, Los Angeles, Calif.; 5th, John S. Richards, State Teachers College Library, Ellensburg, Wash.; substitute, Clara E. Campbell, Supervisor of Children's Work, Gary, Ind.; secretary-treasurer, Sylvia Oakley, High School Library, South Bend, Ind.

SYLVIA OAKLEY, Secretary,  
A. L. A. School Libraries Section.

NATIONAL ASSOCIATION OF STATE  
LIBRARIANS

THE twenty-seventh annual conference of the National Association of State Libraries, held at Seattle in connection with the A. L. A. Conference, was one of the most largely attended and enthusiastic held for many years.

Among the chief papers read and addresses delivered were the following: "Should the Legislative Reference Bureau be attached to the State Library?" by Mr. George S. Godard, Connecticut state librarian; "The Development of Legislative Reference Work Thruout the United States," by Mr. Clarence B. Lester, secretary of the Wisconsin Library Commission; "What are Obsolete Federal Documents, and How Should They Be Disposed Of?" by Miss Mary A. Hartwell, Department of Public Documents, Washington, D. C., printed in the July LIBRARY JOURNAL; "The

Documents Office and the Libraries," by Mr. Alton P. Tisdel, Superintendent of Documents, Washington, D. C. (to appear later in the JOURNAL); and "Canadian Federal Documents," by Miss Beatrice W. Welling, reference librarian, Vancouver Public Library. The most interesting address of the session was personally delivered by Hon. Judson King, director of the National Popular Government League, Washington, D. C., on the subject, "Investigating the Initiative and Referendum."

Mr. Con P. Cronin, state librarian of Arizona, was re-elected to the office of President; the other officers elected for the ensuing year were: First vice-president, Harrison J. Conant, Vermont state librarian; second vice-president, W. J. Millard, state law librarian, Olympia, Wash.; secretary-treasurer, Herbert R. Hirshberg, state librarian, Columbus, Ohio.

CURRENT LITERATURE AND BIBLIOGRAPHY

Beginning with the next number, entitled "European Budgets," the Reference Service on International Affairs will charge one dollar and fifty cents a year for its *Bulletin*, which will appear on an average of six times a year. This subscription rate is intended to defray a part of the cost of publication and to assure the Service that the Bulletin is sent only to those interested in receiving it.

*Bulletin* no. 1 of the Library Association of China, dated June 30, 1925, is surely the most picturesque of national library association bulletins, and perhaps the most fragile. The acting chairman of the Executive Board of the Association, Mr. T. L. Yuan, 7 Shih Hu Hutung, West City, Peking, who is personally known to many American librarians, would be glad to receive for the Association exchange copies of American library publications.

The Pacific Northwest Library Association Subscription Book Committee has issued a cumulated bulletin combining the mimeographed of 1917-1920 and the printed series which began in 1921. The pamphlet includes not only reviews of books examined but also all titles found in the hope that librarians familiar with them will report their findings to the Committee. The Committee thru whose care this cumulation has been printed consists of Joanna H. Sprague of Salt Lake City, Helen B. Gracie of Seattle and E. Ruth Rockwood, chairman, of the Portland (Ore.) Public Library. A copy of the booklet is being mailed to all members of the Association, and others may obtain it from Miss Rockwood for fifteen cents a copy.

"Dewey's Decimal Classification and Relative

Index for Chinese Libraries" is edited by John C. B. Kwei, librarian of Shantung Christian University, president of the Tsinan Library Association and a member of the executive committee of the Chinese Library Association. Mr. Kwei hopes that this abridgement (which is dedicated "To Mary Elizabeth Wood, Pioneer in the Chinese Library Movement") may be of service not only to his Chinese colleague but also to some extent to American libraries having Chinese books to classify. Bound in paper the 87-page booklet costs 70 cents; in cloth one dollar. Postage not included. Address: John C. B. Kwei, Augustine Library, Shantung Crishan University, Tsinan, China.

A second and revised edition of "Public Art in St. Louis," by Mary Powell, supervisor of education for the city art museum and formerly chief of the art department of the St. Louis Public Library, is issued as the July-August number of the Library's *Bulletin*. The compilation, first published in 1920, was prepared with the idea of recording in permanent form information about the statues, mural decorations, stained-glass windows and noteworthy buildings, for general use and for the information of sight-seeing guests and school children. This information is in constant demand at the Library, and the sources of the material—pamphlets, clippings, circulars, etc.—are easily worn out. Hence this easily used alphabetical list, concise but readably full in its information and attractively illustrated, making a booklet worthy its dedication to "those citizens whose work has brought about a greater beauty and happiness of living in Saint Louis."

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by

**Dr. W. F. Book**

*Professor of Psychology, Indiana University*

Originally published in 1908, this work was very soon out of print. Teachers of educational psychology who wished to assign it to their classes called for it in vain; investigators who wished to refer to it were unable to obtain copies; teachers of typewriting have likewise been unable to secure it. In the attempt to meet this demand, which has been growing greater as years have passed, the book has now been thoroughly revised and reprinted. This scientific study has long been regarded as a standard piece of work. It has aroused interest in three respects: (1) because of the contribution that it makes to knowledge about the learning processes; (2) as a sample of a type of analysis that ought to be employed in the study of all human activities, particularly vocational activities; (3) because of the intrinsic value of the facts about typewriting which it reveals.

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## AMONG LIBRARIANS .

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ALLISON, Gertrude, 1907 Simmons, appointed In. of the Boston University Theological School.

BELL, Martha S., 1922-23 Simmons, has resigned from the Beverley (Mass.) P. L. to study at Western Reserve University.

BOUCK, Constance, 1924 Simmons, is now a school ln. of the Denver public schools.

BREWSTER, Helen Adah, 1922 Univ. of California, librarian of the Salinas Union High School appointed to the catalog department of the Los Angeles P. L.

BURGESS, Helen M., 1919 Simmons, appointed instructor in library science, Simmons College Library School.

CARLETON, Helen, 1914 Simmons, is now ln. of the Beebe L. at Wakefield, Mass.

CLARK, Dorothy May, 1924 Univ. of California, appointed ln. of the Alexander Hamilton Junior High School, Oakland, succeeding Margaret Wyman Smith, who is soon to be married to John Hatfield.

COLTON, Aline B., 1922 Simmons, is now ln. of the Manchester (N. H.) High School.

COWLES, Helen, 1922 Simmons, has become reference ln. of the Radcliffe College L.

HALL, Virginia, 1924 Univ. of California, has left the Berkeley P. L., to become the ln. of the Santa Barbara Junior High School.

HARRINGTON, Gertrude, 1923 Simmons, has joined the staff of the Law Library of Louisiana State University and Agricultural and Mechanical College, Baton Rouge.

HOUGH, Helen, 1921 Simmons, has become reference ln. of the El Paso (Tex.) P. L.

HYDE, Lillian S., 1920 Univ. of California, sometime ln. of the San José High School Library, is now assistant to the Director of Public School Libraries, San Francisco.

KEITH, Barbara, 1916 Simmons, appointed ln. at the Gardner (Mass.) P. L.

KENNEDY, Anna Pauline, 1921 Univ. of California, is now ln. of the Alameda County Public Health Medical Library, Oakland.

LUITWEILER, Helen, 1911 Simmons, appointed asst. ln. of the Lynn (Mass.) P. L.

MOTSCHMAN, Margaret, 1922 Simmons, is now a cataloger at the Ohio State University L., Columbus.

NEILL, Frances Thayer, 1924 Univ. of California, is now ln. of the Memorial Junior High School, San Diego.

ORR, Grace, 192 Simmons, has joined the staff of the Malden (Mass.) P. L.

PARSONS, Barbara, 1923 Simmons, appointed to the cataloging staff of the University of Indiana L., Bloomington, Ind.

QUINAN, Jean Fuller, 1922 Univ. of California, has recently joined the staff of the University of California Library as one of the assistants in the new Reserved Book Room.

SNEED, Marie F., head of the Circulation Department University of Washington L., becomes ln. of the St. John's Branch Library, Portland, Ore.

SNYDER, Irma, 1917 Simmons, who has recently been cataloging in the Music Department at Vassar College, has been appointed to organize the Burnam Collection at the University of Cincinnati.

STANISLAWSKI, Henrietta Bonita, 1924 University of California, has been made librarian of the San Francisco *Chronicle*, with which she was formerly connected as assistant librarian.

SUTHERLAND, Lillian, 1906 Simmons, opened the Friendly Bookshop in Honolulu, last month.

WALDRON, Alice M., 1920 Simmons, appointed ln. of Park College, Parkville, Mo.

WALLIS, Evelyn, 1919 Simmons, is to be temporarily ln. of the Franklin Branch of the East Orange (N. J.) P. L.

WELLS, Edna, 1913 Simmons, is reviser in the catalog department of the University of Indiana L.

WHITMORE, Mildred, 1916 Simmons, appointed asst. ln. of the College of Liberal Arts, Boston University.

Additional appointments of the Class of 1925, Simmons College Library School, not previously reported are: Mildred Ailman, ln., Westminster College L., New Wilmington, Pa.; Constance Clark, children's ln., Salem (Ore.) P. L.; Alice Comack, cataloger, New England Historic Genealogical Society, Boston; Hope Cowles, asst., Clark University L., Worcester; Cordelia M. Curtis, asst., Central High School, Tulsa, Okla.; Edith Harrell, asst., Municipal Reference L., New York City; Margaret Hyer, asst., Southern Methodist University, Dallas, Texas; Dorothy Manks, ln., Massachusetts Horticultural Society L., Boston; Louise Rowley, asst., Endicott (N. Y.) F. L., New York; Agnes Spencer, cataloger, Yale Law L.

Members of the class of 1925 of the University of Washington Library School have received appointments as follows: Kathleen Corbett, asst., Walla Walla (Wash.) P. L.; Emma Falkoff, asst., Yakima (Wash.) P. L.; Bessie Greenwood, head cataloger, University of Idaho

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Students in the graduating class in library science at the University of California have since May accepted the following positions: Mary Albro, accessions dept., University of California L.; Mrs. Louise Barr, cataloger, Mills College Library, Oakland; Gertrude Boehmer Ingerson, cataloger, Sacramento P. L.; Helen Brier, circulation dept., University of California L.; Lolita Carden, catalog dept., Berkeley P. L.; Helen Clark, Los Angeles P. L.; Ruth Doxsee, Southern Branch, University of California, Los Angeles; Mary Elisabeth Fox, Fresno County Free L.; Lucille Frary, Santa Clara County Free L.; Helen Hoenshel, ln., National City (Calif.)

High School; Mildred Hollingsworth, Fresno County Free L.; Helen Mackay, ln., Marshall Junior High School, Pasadena; Alice Means, ln., Sebastopol High School, Sebastopol, Calif.; Bonita Miles, cataloger, Stanford University L.; Irma Nielsen, Oregon State Agricultural College L.; Josephine Ramage, Merced County Free L.; Geraldine Salmon, Library of the University Farm, Davis, Calif.; Kathryn Simonds, Siskiyou County Free L., Yreka, Calif.; Mary Springer, Library of the Southern Branch, University of California, Los Angeles; Christine Staats, Alameda County Free L., Oakland; Margaret Walters, Oklahoma Agricultural and Mechanical College, Stillwater; Maude Wood, Richmond (Calif.) P. L.

## IN THE LIBRARY WORLD

### RHODE ISLAND

The Business Branch, supervision of young people's reading, and publicity thru radio talks came in for special attention at the Providence Public Library in the past year. The Business Branch was opened on the last day of 1923 in co-operation with the Providence Chamber of Commerce. The circulation in 1924 was more than double its stock of 2,014 books. Separates are now printed of the ten or more pages devoted to books on business in the *Quarterly Bulletin*. Alice I. Hazeltine, supervisor of Young People's Reading, has also contributed to each issue of the *Bulletin* an article on "A Point of View in Children's Reading," and has thru many other activities built foundations for the future development of the work. Library talks are broadcast each Friday afternoon from WEAN thru courtesy of the Shepard Company.

The Music Library is now committed to the supply of whatever music appears on the programs of the Boston Symphony Orchestra. A month's leave of absence was given Miss Stein of the Industrial Library to acquire familiarity with the methods and contents of the Technology Division of the Carnegie Library of Pittsburgh. The entire library system recorded a circulation of 877,135 volumes.

### PENNSYLVANIA

In five years the use of books for home reading at the Carnegie Library of Pittsburgh has increased 27 per cent, and the reference use of books 51 per cent. A five per cent increase in staff, however, has had to meet a forty per cent increase in work and the book fund has increased only one-third. The staff of library assistants numbered 204 in 1920, and in 1924

had increased only 215. The 1924 appropriation for books of \$60,000 was only \$15,000 more than that of 1920.

The long-needed agency in the downtown district was established in June, 1924, with the opening of a branch in the City-County Building. These quarters were secured thru the co-operation of the Pittsburgh Chapter of the American Chemical Society, the Engineers' Society of Western Pennsylvania, and the Civic Club of Allegheny County. An appropriation of \$10,000 was granted for initial expenses and for operation in 1924. Attention is concentrated on business books. Daily service from the central library obviates the disadvantage of the limited shelving space.

### VIRGINIA

Under the provisions of the will of the late Major James H. Dooley, who died three years ago, his estate of about \$6,000,000 went to his widow, and following her death, early this month, the estate is to be distributed.

Three million dollars will go to an orphanage under the control of the Sisters of Mercy, says the *Washington Star* and the Richmond Public Library is to receive half a million. The home of the Dooleys is to go to the city for a park, the residence to be converted into a museum. The tract at the home here contains ninety-four acres and is worth about one million dollars.

### ILLINOIS

*Chicago.* The substance of the things hoped for in the forty-third annual report of the Chicago Public Library, recently issued, is assured by its fifty per cent increase in revenue for 1926 reported in our last number. Activities of special interest detailed in the report include

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the library's important agency for adult education, the Readers' Bureau, which in its life of fifteen months to January 1, 1925, had prepared 230 different outlines on 177 subjects and served 337 readers; the growth of the library for the blind, which now subscribes to eleven Braille periodicals; and the prospective installation and operation of three additional high school libraries. The circulation of 10,613,978 volumes represented an increase of 712,402 over the previous year.

#### MISSOURI

*St. Louis.* Three branches of three different types were added to the St. Louis Public Library in 1924, the Benton, in Roe School, third of its "built in" school branches, the Sherman Park, in the Community Centre opened by the city at Kings Highway and Easton Avenue, and the Wellston, in quarters given rent-free for three years by the Wellston Chamber of Commerce, on Hodiamont Avenue, near the city limits. The sub-branch in St. Louis University has been advanced to the status of a full branch. Arthur E. Bostwick completed his third five-year term on October 1, 1924, and was elected for a fourth term. The circulation of 2,415,513 volumes was the largest in the history of the library. Losses by theft now average 5500 a year.

#### FRANCE

The Paris Library School, at the close of its first full year's term, has received official recognition from six important sources. Official recognition has been accorded by the Association des Bibliothécaires Français, the Comité Français de la Bibliothèque Moderne and the American Library in Paris, with which the school works in close collaboration. The Ecole des Chartes has signified its intention to offer special courses to American library students

registering in the Library School. M. Roland Marcel, administrateur général of the Bibliothèque Nationale, has requested that all French students at the School be assigned practice work in the Bibliothèque Nationale. Of wide significance is the sanction of Pope Pius XI to the request made to the School by Cardinal Dubois, Archbishop of Paris, that it admit as auditors to the summer course librarians of Catholic colleges and institutions. The approval of the Office Nationale des Universités et Ecoles Françaises à l'Etranger is shown thru the many courtesies extended to the school by its director.

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(b) First Assistant Reference Librarian, salary \$1700 to \$1900 depending on experience.

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